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This study presents the post high school achievements of a representative group of Indian high school graduates in the Southwest in terms of post high school training and employment. Their achievements are indices of the degree to which they have acquired essential skills for employment, social adjustment, and self-fulfillment. A questionnaire and interview guide were used to assess whether or not the graduates (384 interviewed) had entered and completed continuing education programs, and to examine other characteristics of the sample. Three out of four graduates continued academic or vocational programs after high school and, out of those, 2/3 completed their programs. Only 7% of the graduates finished college, while 44% completed vocational-technical programs. At the time of the interview, more than six years from the time of high school graduation, 2/3 of the females and 3/4 of the males investigated were gainfully employed in occupations ranging from clerical and service occupations to craftsman and professional positions. Of those who left continuing education programs, inadequate finances, military service, marriage and pregnancy were cited as the most common reasons. Graduates also answered questions on factors and forces influencing them in high school that encouraged or discouraged continuing education. Overall, it was noted that language problems, rigid curriculums, and cultural differences prevent the Indian from making an even more effective adjustment to modern society. The questionnaire and interview guide used are included in the appendices. A related document is ED 026 195. (RT)

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THE AMERICAN INDIAN HIGH SCHOOL GRADUATE IN THE SOUTHWEST

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Southwestern Cooperative Educational Laboratory

The American Indian High School Graduate In The Southwest

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THE AMERICAN INDIAN HIGH SCHOOL GRADUATE IN THE SOUTHWEST

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W. P. B.

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PART I

INTRODUCTION

Indian education predates the American Revolution. As early as 1619 the Council of Jamestown, Virginia, voted "to educate Indian children in religion, a civil course of life and some special trade."[1] It was not until 1697, however, that any substantial educational project resulted from that resolution. At that time a little Indian school was formed at Williamsburg in connection with the newly founded college of William and Mary.[2]

In 1754 Moor's Charity Indian School was opened at Lebanon, Connecticut by Eleazar Wheelock. Among its students was Samson Occum, a young Mohican, who went on to become a famous teacher and preacher. In 1765 Occum went to England to raise money for Wheelock's school. He succeeded in interesting Lord Dartmouth, who became the school's principal benefactor. In 1769 the school was renamed and incorporated as Dartmouth College.[3] There are other colleges, such as Hamilton, originally an Academy for Oneida Indians, which have histories similar to that of Dartmouth. And, as in the case of Samson Occum, other Indians were educated and some made notable contributions to the education of their own people during the Colonial and post-Revolutionary periods. It is said, for example, that during the period from 1830 to the Civil War "the Choctaw Nation in Oklahoma could number among its citizens graduates from Union, Dartmouth, and Yale."[4]

Although some Federal appropriations were made to private institutions for education of Indians as early as 1819, not until the 1870's did the government launch its own educational system. Best known of the early government schools was Carlisle Indian School in Pennsylvania, founded by General R. H. Pratt in 1879 in abandoned Army barracks. Run along military lines, with emphasis on rustic vocational education, separation from parents and reservation, harsh discipline, and rapid integration into white society, it set the pattern for government Indian education for the next fifty years. In 1928 the famous Meriam Report was published, which roundly criticized the prevailing government educational policies and programs and resulted in many reforms and improvements in Indian education.

The early period of Indian education was an era of private, mostly church, education. The second period was dominated by government education. Although there are more Indian pupils enrolled in mission and Bureau of Indian Affairs (BIA) schools today than ever before, the number enrolled in public schools has increased so rapidly in recent years that currently two-thirds of all Indian pupils are enrolled in public schools and we can be said to have entered into the era of public school education for Indians.

Although the long history of Indian education dates back to Colonial times, it is well to keep in mind when attempting to judge the effectiveness of formal education that until after the Civil War only a scattered few Indian children were ever in school. And even though the government has been in the business of educating Indians for most of the one-hundred years since the Civil War, anything approaching universal education for Indians is a recent innovation, particularly in the Southwest. An example is the Navajo Tribe, largest in the United States, now numbering an estimated 120,000 members, and comprising about one-half of the total number of Indians in the Southwest.

In 1893, just a few days before he died, Manuelito, a former great war leader of his Navajo people and by then an old man, said to the young Chee Dodge, famous scout and interpreter, destined to become Tribal Chairman of the Navajos:

> My grandchild, the whites have many things which we Navajos need. But we cannot get them. It is as though the whites were in a grassy canyon and there they have wagons, plows, and plenty of food. We Navajos are up on the dry mesa. We can hear them talking, but we cannot get to them. My grandchild, education is the ladder. Tell our people to take it.[5]

But most Navajo people failed to see much need for formal education for their children and were not ready to heed such advice. Consequently, in 1948 less than 6,000, or only about one-fourth, of the 22,000 Navajo children of school age were in school, and only 200 of these were in high school. About two-thirds of the people had received no schooling whatsoever and the median number of years of schooling for members of the Tribe was less than one.[6]

Then, after World War II, many young men came home from the service and others came back to the reservation from war-time jobs with a new appreciation for education. There arose a sudden clamor for schools, but it was some years before the demands could be met by the government.

Today, by contrast to the 1948 conditions, only twenty years later, more than 90 percent of the 46,000 Navajo children of school age (6-18) are in school.[7] Furthermore, the high school dropout rate compares favorably with the national average.[8] Also, 785 Navajo students were attending college under tribal and Federal grants in 1967-68 and there were undoubtedly many others attending under other financial arrangements. Thus, there were at least four times as many enrolled in college in 1968 as were enrolled in high school in 1948! In addition, there are many (709 in 1966) who are receiving off-reservation Adult Vocational Training under the BIA Branch of Employment Assistance.[9]

Now that increasing numbers of Indians in the Southwest are receiving an education, graduating from high school, and going on to further training, the question naturally arises as to what happens to these students. This study was designed to help answer that question. The literature is completely devoid of prior treatment of this subject.

Despite our national commitment to education, some minority groups have neither received educational opportunities comparable to those afforded the general population, nor have they been offered the kind of education that takes into consideration the language and cultural differences that many minority students encounter. The American Indian has been one of these minority groups. Too often, training for the many adjustments that must be made between reservation life and the complex industrial community has been neglected, and it has simply been assumed that the Indian youth would automatically and rapidly find his place in the larger society if he were exposed to the general educational process.

This study presents the post high school achievements of a representative group of Indian high school graduates in the Southwest in terms of post high school training and employment. It also presents, in retrospect, their assessments of the adequacy of their high school education based upon their experiences since high school graduation in 1962.

These are products of our schools. Their achievements are indices of the degree to which they have acquired those skills essential for employment, social adjustment and self-fulfillment. Their own opinions reflect their aspirations, their perplexities, their satisfactions, and their outlook on life.

Research Objectives

Within the limitations of the available data, this research attempts to answer the following questions concerning the post high school experiences of 1962 Indian high school graduates in the Southwest:

1. What percentage of the high school graduates continued into post high school programs and what percentage did not?
2. What types of programs were selected by continuers?
3. What reasons were given by graduates for deciding to continue their education and for choosing particular post high school programs and why did some choose not to continue their education?
4. What percentage of those entering post high school programs completed programs and what percentage discontinued?
5. Are there discernible common factors which characterize continuers in contrast with non-continuers such as: sex, size of family, facility in native language, education of parents, number and type of schools attended, repetition of grades or subjects, favorite subject in high school, and favorite activity in school?
6. What were the sources of financial assistance to continue education?
7. How do Indian high school graduates evaluate their high school education in the light of the following:
    a. The value of their high school education in relation to their present status?

b. The extent and effectiveness of guidance and counseling received in high school?
c. The encouragement they received to continue training?
d. Changes which they consider desirable in the high schools they attended?
e. The paths they would follow if they could retrace their steps in education?
f. The influences their high school associates exerted upon their educational plans?
g. Their opinions as to why some of their fellow students did not graduate?
h. Their impressions of prejudice through experience or observation and its effect upon their educational plans and achievement?
i. Their definitions of success, and the percentage who consider themselves successful?

Research Procedures

Federal, private, and public schools from which the sample was drawn were from the area comprising Arizona, Nevada, New Mexico, Oklahoma, Southern Colorado, and Southern Utah. For the states of Arizona, Nevada, New Mexico, and Southern Colorado each high school known or thought to have graduated Indian students in 1962 was requested to supply a list of graduates, and forty percent of the names were then randomly selected from each list for inclusion in the sample. Because of the multiplicity of public school districts in Oklahoma, with most enrolling some Indian students, 24 schools were selected with the assistance of staff members of the Oklahoma State Department of Education, and all graduates from these schools were included in the sample. Consideration was given in this selection of schools in Oklahoma to broad geographic coverage, to variety in size and composition of enrollments, and to representation of the various tribes. All BIA schools in Oklahoma were included and forty percent of their 1962 graduates were used in the sample. For Utah forty percent of the graduates of the Federal school, Intermountain, were included, and the one public school graduate from the San Juan County Schools was also counted. Commencement rosters, State Department Reports, tribal rolls, and Bureau of Indian Affairs records were used to verify the graduate status of the names in the sample.

For interviewing purposes, the questionnaire and interview guide developed and field tested by the Northwest Regional Educational Laboratory were used. (See Appendix A.) It was felt that use of the same instruments would provide comparable data within a twelve-state area.

The securing of competent and effective interviewers was one of the major problems in the project. Maturity, educational background, interest in and experience with young people, objectivity, and the ability to gain the confidence of the interviewees were given high priority in the selection. A definite set of guidelines for conducting interviews was furnished each interviewer, together with personal instructions where possible. There were, of course, variations in the manner and quality of interviewing. Retired educators from various types of schools, who had had previous experience with Indian students, accomplished much of the interviewing. Their performance was efficient and devoted. An interesting sidelight is the fact that several interviewers, following the completion of given interviews, have dedicated personal time and energy in assisting the interviewees in the efforts to secure further training and/or employment. A total of 49 interviewers participated, of which 18 were female and 31 were male. Most of the interviewing was accomplished by 7 individuals.

The group of graduates randomly selected included 360 females and 331 males, a total of 691 graduates. Of this number, 18 were deceased, 17 were in military service overseas, and 9 refused to be interviewed. Of the 647 remaining graduates, 384, or 60 percent, were interviewed. The information provided through the interviews is the source for the presentation of this report.

Mobility of the Indian high school graduates is evidenced by the fact that interviews were conducted in 18 different states, plus Washington, D.C., ranging from Massachusetts to California and from North Dakota to Texas. As expected, the heavy concentrations occur in Arizona, New Mexico, and Oklahoma.

All data were collected, coded, analyzed, and filed in the offices of the Southwestern Cooperative Educational Laboratory in Albuquerque.

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PART II

CHARACTERISTICS OF GRADUATES

Who are these young Indian adults included in the sample? From what kinds of families and schools have they come? This portion of the report presents some of the data, garnered from the interviews conducted, that provide some insights into the social and educational backgrounds of these 1962 high school graduates.

Criteria for qualifying as a subject included being of one-fourth or more Indian ancestry and considering oneself an Indian. Several who were listed by schools as Indian high school graduates either proved not to be of as much as one-fourth Indian ancestry or claimed not to be Indian, and so were not interviewed.

Table 1

Continuers and Non-Continuers
by Degree of Indian Ancestry

Degree of Ancestry	N	Continuers	Non-Continuers	% Continuers
1/4 (4/16 to 6/16)	17	15	2	88
1/2 (7/16 to 10/16)	36	31	5	86
3/4 (11/16 to 15/16)	20	12	8	60
Full	311	227	84	73
Total	384	285	99	74

As can be seen in Table 1, a surprisingly large number, 311, of the total sample of 384, or 81 percent, claimed full Indian ancestry. The next largest number, 36, or 9 percent, were of one-half Indian ancestry.

It was anticipated that there would be an inverse relationship between degree of Indian ancestry and continuance of education beyond high school. This supposition was made because it seemed likely that those with the greatest degree of Indian ancestry generally would live in the more isolated areas, come from less acculturated families, and not value formal education so highly. This prediction was borne out in that 88 percent of those classified as one-fourth Indian and 86 percent of those classified as one-half Indian continued their education beyond high school, as compared with 60 percent and 73 percent, respectively, for those classified as three-fourths and full Indian ancestry.

In this report, the sample will constantly be divided into "continuers" and "non-continuers." A "continuer" is one who received formal education or training after graduation from high school, whether academic, vocational, or technical. A "non-continuer" is one who had no formal education or training beyond high school.

A majority, 215, of the 384 interviewees came from homes in which the Indian tribal language was spoken all the time or nearly all the time. This group represents 56 percent of the sample. Many in this group indicated that their parents spoke only the tribal language, but that the children in the family began to speak some English among themselves after they had attended school.

Table 2

The Extent to which the Tribal Language Was Spoken In the Homes of Continuers and Non-Continuers

	N	Continuers	Non-Continuers	% Continuers
Always or Most of the Time	215	148	67	69
One-Half of the Time or Less	122	95	27	78
Never	47	42	5	89

A negative relationship is apparent between the use of the tribal language in the home and the frequency of entering formal education beyond high school. Of those whose families never, or rarely, spoke the tribal language, 89 percent were continuers, whereas 78 percent of those from homes where the tribal language was spoken one-half of the time or less were continuers, and only 69 percent of those whose families spoke the native language all the time, or nearly all the time, were continuers.

A majority, numbering 251, which is 65 percent of the sample, claimed to be able to speak the tribal language well. This is more than the number (215) who came from homes where the tribal language was spoken all, or nearly all, of the time. Apparently some were able to learn to speak their tribal language well even though it was spoken only one-half the time or less.

Since the greatest determinant to learning the tribal language undoubtedly is the extent of its use at home, it is not surprising that the degree of facility in speaking the tribal language and the frequency of its use in the home have similar relationships to the probability of continuing education beyond high school. Of those who cannot speak their language at all, 88 percent continued their education beyond high school, while 75 percent of those who speak it some were continuers, and only 70 percent of those who speak it well were continuers. Thus, the more the tribal language was used in the home and the more fluent the graduate was in the tribal language, the less likely he was to continue his education.

Table 3

Ability of Continuers and Non-Continuers
to Speak the Tribal Language

	N	Continuers	Non-Continuers	% Continuers
Very Well	251	176	75	70
Some	60	45	15	75
Not At All	73	64	9	88

It was postulated that there would be a positive relationship between the educational attainment of the graduates and the educational level of their parents. This assumption was made because, usually, the more formal education parents have received, the greater are their educational expectations for their children. This prediction proved to be correct. Only 68 percent of the graduates whose fathers had no formal education were continuers, while 72 percent were continuers whose fathers had some grade school or completion, 79 percent were continuers whose fathers had some high school or completion, 89 percent were continuers whose fathers had some college, and 100 percent were continuers whose fathers had completed college. The data for mothers, despite a minor reversal in the first two categories, tell the same story. It is clear that the higher the level of formal education achieved by the parents, the more likely the graduate is to go on for further education or training beyond high school. A comparison of average years of school completion of 7.5 for parents of continuers with 6.1 for parents of non-continuers confirms the above conclusion.

Table 4

Levels of Education of Parents
of Continuers and Non-Continuers

	N	Continuers	Non-Continuers	% Continuers
Fathers				
No Formal Education	56	38	18	68
Some Grade School or Completion	158	114	44	72
Some High School or Completion	107	85	22	79
Some College	9	8	1	89
Completed College	4	4	0	100
Unknown	50	36	14	72
Mothers				
No Formal Education	67	48	19	72
Some Grade School or Completion	145	99	46	68
Some High School or Completion	138	111	27	80
Some College	3	3	0	100
Completed College	3	3	0	100
Unknown	28	21	7	75

More graduates knew their mother's educational level than knew their father's. There were 50 who were not able to state their father's educational level, but only 28 who could not state their mother's. This difference may be due to a greater amount of interaction with the mother than with the father in the home, and also to the usual practice of children remaining with the mother in cases of separation or divorce.

More mothers than fathers had some education at the high school level or above. Of those whose educational levels were known, 41 percent of the mothers had an education above eighth grade, as compared with 36 percent of the fathers. Conversely, 64 percent of the fathers had only a grade school education or less, as compared with 59 percent of the mothers. A few more fathers than mothers, however, had some college education, or had completed college. The figures for the average number of years of schooling for fathers and mothers are almost identical--7.11 for fathers and 7.16 for mothers. These figures place the average number of years of schooling of the parents in this study somewhat below that of the 8.4 figure for all Indian adults as shown by the 1960 census.

Graduates whose parents were in the higher socio-economic occupational brackets--professional, managerial, clerical--were much more likely to be continuers than non-continuers. This was also true if the mother was in a service type of job or the father was employed as an operative. Least likely to continue their education were those graduates whose fathers were laborers or whose mothers were separated from the family or deceased. About 24 percent of the homes were fatherless as compared to only 6 percent that were without the mother. Although the absence of the mother seemed to have an adverse effect upon the continuance of education beyond high school, the absence of the father did not seem to have that same effect. In fact, a slightly greater percentage of graduates from fatherless homes were continuers than were non-continuers.

Table 5

Occupation of Parents at the Time
of High School Graduation of Continuers and Non-Continuers
by Percentages

	MOTHERS		FATHERS	
Occupation of Parents	Continuers %	Non-Continuers %	Continuers %	Non-Continuers %
Professional	2	0	2	2
Managerial	1	0	5	2
Clerical	2	0	1	0
Sales	1	1	3	1
Craftsmen & Foremen	2	4	10	11
Operatives	1	2	18	7
Service	15	10	2	4
Farmers	0	1	13	15
Laborers (Including Farm)	0	0	13	24
Housewives	72	74	0	0
Unemployed	0	0	2	4
Retired	0	0	2	4
Disabled	1	0	2	3
Separated or Deceased	3	9	26	22

There were few parents in the higher occupational brackets. A big majority of mothers who were gainfully employed worked in service-type jobs, while more fathers had occupations in the categories of service, farmers, and laborers than in all the higher categories combined.

Order of birth in the family is often considered an important factor affecting the probable level of educational achievement of the child. Among the subjects of this study, first-born females or ones in the sixth or later position were less likely to be continuers than were those in the second eldest to fifth eldest positions. Among the male graduates it was no advantage to be first-born and seemed to make little difference what the position in the family was.

Table 6

Position in Family by Birth of Indian High School Graduates

		FEMALE				MALE			
	Total N	N	Continuers	Non-Continuers	% Continuers	N	Continuers	Non-Continuers	% Continuers
Eldest	97	54	36	18	67	43	33	10	77
2nd Eldest	80	48	36	12	75	32	25	7	78
3rd Eldest	69	44	31	13	70	25	19	6	76
4th Eldest	60	33	27	6	82	27	22	5	81
5th Eldest	33	14	10	4	71	19	14	5	74
6th or More	45	19	12	7	63	26	20	6	77

It is interesting that those who were fourth eldest, among both females and males, had the greatest percentage of continuers. In many Indian families in the Southwest, where English is still a foreign language and school is a different, strange, new cultural world, it may be educationally advantageous to rank rather low in the birth order. The younger child then can profit from the prior school experiences of older brothers and sisters, both in the child's early years at home and then later at school and also at home, after he begins to attend school.

Table 7

Number of Transfers from One High School to Another of Continuers and Non-Continuers by Percentages

	FEMALE		MALE	
Number of Transfers	Continuers %	Non-Continuers %	Continuers %	Non-Continuers %
None	66	63	68	64
One	27	32	29	25
Two	7	3	3	8
Three	0	2	0	3

A greater percentage of continuers than non-continuers, both female and male, made no transfers, and thus remained in one school from enrollment in grade nine until graduation from high school. Conversely, a greater percentage of female non-continuers, 37 percent, transferred one or more times than did continuers, 34 percent, and a greater percentage of male non-continuers, 36 percent, transferred one or more times than did male continuers, 32 percent.

There is a rather high rate of transfer from one high school to another among Indian students. Of the 384 graduates in the sample for this study, 130, representing 34 percent, transferred at least once in their high school careers. A positive relationship exists between frequency of transfer and non-continuance of education beyond high school. If the transfer rate is high for graduates, it probably is even higher for dropouts. In a previous study,[1] a similar, but even more marked relationship, was noted between mobility and high school dropout. It was found that transfers between types of high schools (Federal, public, and private) were nearly twice as frequent for dropouts as for graduates. It can safely be assumed, therefore, that frequency of all transfers from one high school to another, whether within school types or between school types, is much higher for dropouts than for graduates. This high rate of transfer is detrimental to the educational and vocational future of Indian students insofar as it reflects either an ineffectiveness on the part of the schools to meet the needs of their Indian students or a tendency on the part of Indian students to withdraw too readily from vexing problems and difficult situations rather than trying to solve them and adjust to them.

In reply to the question of whether or not they had ever repeated a grade or subject in high school, only 11 of the 384 graduates, or 3 percent, indicated that they had repeated a grade, and only 39, or 10 percent, said that they had repeated a subject.

A smaller percentage of males than females repeated a subject, but the percentages for repetition of grades were identical. It is evident that there is a positive relationship between repetition of grades or subjects and non-continuance of formal education beyond high school. A greater percentage of non-continuers than continuers, both male and female, repeated grades or subjects.

Table 8

Repetition of Grades or Subjects
of Continuers and Non-Continuers
by Percentages

	FEMALE		MALE	
	Repeated Grade %	Repeated Subject %	Repeated Grade %	Repeated Subject %
Continuers	2	10	2	7
Non-Continuers	5	15	5	10

Mathematics was repeated more often than any other subject, with English a close second. Other subjects were so seldom repeated that mathematics and English, between them, accounted for two-thirds of all failures. Girls failed mathematics and science courses twice as often as boys, but failures in English and social studies were about even.

Three-fourths of those who repeated a subject said that it had no adverse effect upon their desire or plans for continuing their education beyond high school. Of those who indicated that failure in a subject did affect them, about one-half said that it stimulated them to do better in school, or gave them a better grasp of the subject, while the other half said that it discouraged them from attempting to continue their education beyond high school.

Female high school students are usually thought to favor English and males to favor mathematics. This assumption proved to be correct for the students in this study, as is indicated in the following table.

Table 9

Favorite Subjects in High School of Indian High School Graduates by Percentages

Subject	FEMALE Continuers %	 Non-Continuers %	MALE Continuers %	 Non-Continuers %
English	22	18	9	16
Mathematics	15	14	33	25
Social Studies	15	9	20	18
Science	13	9	12	14
Business Education	15	13	4	2
Home Economics	15	33	0	0
Industrial Arts	0	0	17	20
Other	5	3	5	4

Female continuers favored English over all other subjects, while female non-continuers favored home economics. Male continuers chose mathematics as their favorite subject, as did male non-continuers. Next to mathematics, male continuers favored social studies and male non-continuers favored industrial arts.

It was anticipated that Indian students would show a great preference for athletics over other school activities. This proved to be true. Female continuers favored the activities categorized as art, drama, music, and special interest clubs, and favored athletics next. Female non-continuers favored athletics, with art, drama, music, and special interest clubs a close second. Male continuers and non-continuers alike chose athletics as their favorite activity by an overwhelming margin. Participation in athletics is often credited with helping to keep boys in high school. The fact that all the young men in this study are high school graduates and over 70 percent were interested in athletics seems to lend support to the assumption.

Table 10

Favorite Activity in High School
of Continuers and Non-Continuers
by Percentages

	FEMALE		MALE	
	Continuers %	Non-Continuers %	Continuers %	Non-Continuers %
Athletics	34	46	71	75
Art, Drama, Music, and Special Interest Clubs	47	40	24	14
Student Council	4	0	1	0
School Paper	4	8	1	0
Social	4	2	1	6
Other	7	4	3	6

More continuers than non-continuers, both male and female, chose art, drama, music, and special interest clubs as their favorite activity in high school, while fewer continuers than non-continuers, especially females, chose athletics as their favorite activity.

Of the 384 subjects in the sample, 222 were graduates of public schools, 128 of Federal schools, and 34 of private schools. Distribution by states, based upon home address at time of graduation from high school, was as follows: Arizona 160, New Mexico 119, Oklahoma 95, Nevada 6, Southern Utah 3, and Southern Colorado 1.

Forty-six tribes are represented in the sample, with the largest number coming from the Navajo tribe, 142, followed by Cherokee, 40, and Hopi, 24. Other tribes had lesser numbers in the sample, with twelve each having only one. Of the 142 Navajo high school graduates, 106, or 75 percent, enrolled in some type of formal post high school education or training program. For the Cherokee and the Hopi the figures were 78 percent and 71 percent, respectively. When all New Mexico Pueblo tribes were considered together, their number in the sample totaled 57, of which 44, or 77 percent, were continuers.

The average age of the 384 Indian students in the sample at the time of graduation from high school was 19 years and 2 months. This represents slightly more than one year of over-ageness based upon normal age-grade expectancy.

References

1. Owens, Charles S. and Bass, Willard P., The American Indian High School Dropout in the Southwest (Condensed Report). Albuquerque: Southwestern Cooperative Educational Laboratory, 1969. p. 7.

PART III

THE INDIAN YOUNG ADULT AFTER GRADUATION FROM HIGH SCHOOL

The previous chapter presented some information on the family and school backgrounds of subjects prior to graduation from high school. This chapter is concerned with the post high school experiences of these graduates. It addresses itself to the study's basic question of what happened to the Indian student in the Southwest following graduation from high school.

Of the 384 high school graduates interviewed, 285, or 74 percent, continued their education or training beyond high school, while 99, or 26 percent, did not continue. The number of continuers is commendably high, and, furthermore, 69 percent of the continuers completed a post high school course. In considering this record it should be kept in mind that these graduates represent a rather select group because the dropout rate is quite high for Indian students in the Southwest,[1] and was even higher at the time the subjects in our sample attended school.[2]

At the time that the graduates in this study were interviewed they had been out of high school for over six years. What they were doing at the time they were interviewed is shown in Table 11.

As would be expected, more men, 75 percent, than women, 65 percent, were working for pay or profit. Most other women, 28 percent, were full-time homemakers. A higher percentage of female continuers were working for pay or profit than were non-continuers, and more non-continuers than continuers were keeping house full time. Since continuers had developed special skills, which were probably in demand by employers, it is not surprising that more continuers than non-continuers were employed after marriage. Over 60 percent of the women who were holding jobs were married and were part-time homemakers. Also, several were part-time students continuing their education.

Table 11

Employment Status of 1962 Indian High School Graduates
at the Time of Interview
by Percentages

	FEMALE		MALE	
	Continuers N=152 %	Non-Continuers N=60 %	Continuers N=133 %	Non-Continuers N=39 %
Working for Pay or Profit	68	59	74	82
Keeping House	25	35	0	0
Looking for Work	4	5	12	8
Unpaid Family Work	1	0	5	5
Attending School	3	0	8	0
Voluntarily Idle	0	0	1	5

Interestingly, a greater percentage of male non-continuers were working for pay or profit than were continuers. However, this difference was exactly balanced by the continuers who were enrolled in school full time. More male continuers than non-continuers were looking for work. Perhaps continuers, having received training for specific types of work, tended to be more selective in accepting employment. Many who have continued their education or training would like to live on or near the reservation, but find that their skills are not in demand there. It is hoped that economic and industrial development on reservations will go forward so that those with special training can find suitable work and living conditions near their people if they wish to do so.

Table 12

Employment Categories of 1962 Indian High School Graduates
Continuers and Non-Continuers
by Percentages

	FEMALE		MALE	
	Continuers %	Non-Continuers %	Continuers %	Non-Continuers %
Professional	16	0	18	0
Managerial	0	0	1	0
Clerical	29	13	1	3
Sales	2	1	4	0
Craftsmen & Foremen	1	1	21	8
Operatives	3	8	8	18
Service	16	35	10	24
Farmers	0	0	4	3
Laborers (Including Farm)	1	1	8	24
Students	3	0	8	0
Military	0	0	4	3
Housewives	25	35	0	0
Unemployed	4	5	12	18

As would be expected, greater percentages of continuers than non-continuers were engaged in occupations in the professional, managerial, clerical, sales, and craftsmen and foremen categories. More non-continuers than continuers were employed as operatives, service workers, and laborers. These figures graphically demonstrate the socio-economic advantage of further education after high school graduation.

A total of 15 of the graduates (4 percent) were full-time students. Of these, 11 were males and 4 were females, representing 8 percent of the male continuers and 3 percent of the female continuers. Also, 2 males were attending school part time in addition to holding full-time jobs.

A comparison of the employment categories of these graduates with their parents (Table 5) shows that much higher percentages of these better educated young people have positions in the higher-bracket occupations--professional, management, clerical, sales, and craftsmen and foremen--than did their parents. Less than one-half as many female graduates were full-time housewives as were their mothers. More of the fathers than sons were farmers.

Table 13

Residential Location of 1962 Indian High School Graduates
at the Time of Interview
by Percentages

	FEMALE		MALE	
Residence	Continuers %	Non-Continuers %	Continuers %	Non-Continuers %
On-Reservation	48	62	55	62
Off-Reservation	52	38	45	38

Slightly more than one-half, 54 percent, of the interviewees were living on a reservation at the time they were interviewed. Fewer females had their residences on a reservation, 52 percent, than males, 56 percent.

A definite relationship is evident between further education and place of residence. A larger percentage of continuers than non-continuers lived off-reservation. A small majority of female continuers lived off-reservation, while a large majority of non-continuers lived on a reservation, but the majority was much greater for non-continuers.

The fact that more continuers than non-continuers lived off-reservation is further evidence that many with special training who seek an improved standard of living and opportunities for skilled employment must live off-reservation.

Of the 384 graduates interviewed, 267, or 70 percent, were married at the time of the interview. Of the continuers, 65 percent of the females and 74 percent of the males were married. Of the non-continuers, 77 percent of the females and 62 percent of the males were married.

More males than females in this sample of high school graduates were married before graduation. Perhaps most girls who were married while in high school did not stay in school to graduate and therefore did not appear in the sample. Those few in this sample who did graduate apparently were intent upon getting an education, for they all continued their schooling beyond high school.

Approximately 50 percent of both male and female continuers were married before they entered post high school training. More female than male continuers waited until after their post high school training before being married. About three-fourths of the females and seven-eighths of the males indicated that marriage did not affect their educational plans. There was little difference in this opinion between continuers and non-continuers. Marriage affected the educational plans of more females than males. Nearly one-fourth of the female non-continuers indicated that they would have continued their education beyond high school if marriage had not interfered, and more than one-fifth of the continuers said that the obligations of marriage had made impossible the continuation of post high school programs which they had started.

Table 14

Time of Marriage and Effect on Educational Plans
of Continuers and Non-Continuers
by Percentages

	FEMALE		MALE	
	Continuers N=99 %	Non-Continuers N=46 %	Continuers N=98 %	Non-Continuers N=24 %
Time of Marriage				
Before High School Graduation	4	0	10	13
After High School Graduation	46	100	42	87
During Post High School Training	17	0	27	0
After Post High School Training	32	0	21	0
Effect on Educational Plans				
No Effect	79	76	87	87
Marriage Obligations Made Further Training Impossible	21	24	13	13

Of the 384 graduates, 285, or 74 percent, continued their education beyond high school. Of these 285 continuers, 197, or 69 percent, completed either a vocational-technical program or graduated from college. This represents 51 percent of all the subjects in the sample. A total of 44 percent of the graduates completed vocational programs and 7 percent completed college.

Table 15

Continuers and Non-Continuers
of Public, Federal, and Private Schools
and Types of Post High School Programs Completed
by Percentages

Type of High School	N	Continuers %	Non-Continuers %	Completed a Voc-Tech Program %	Completed College %	Total Completions %
Public	222	80	20	45	10	55
Federal	128	64	36	46	1	47
Private	34	76	24	38	9	47
Totals	384	74	26	44	7	51

Public schools had the highest percentage of continuers, 80 percent, while private schools had 76 percent, and Federal schools 64 percent. Public schools also had the largest percentage of their graduates who completed programs, 55 percent, while Federal and private schools had a completion rate of 47 percent. Among those completing vocational-technical programs were 46 percent of Federal school graduates and 45 percent of public school graduates. A smaller number, 38 percent, of private school graduates completed vocational-technical programs.

Table 16

Entries and Completions of Programs in Post High School Institutions for Indian Graduates of Public, Federal, and Private High Schools by Percentages

High School Type & Sex	N	Public Voc-Tech		Federal Voc-Tech		Private Voc-Tech		Military		College	
		Ent. %	Comp. %	Ent. %	Comp. %	Ent. %	Comp. %	Ent. %	Comp. %	Ent. %	Comp. %
Public											
Female	116	2	1	20	14	36	28	1	1	28	10
Male	106	14	11	18	10	23	21	4	4	41	9
Total	222	8	6	19	12	30	24	2	2	33	10
Federal											
Female	72	8	6	28	21	19	13	0	0	13	1
Male	56	13	9	39	30	19	13	4	4	9	0
Total	128	10	7	33	25	19	13	2	2	11	1
Private											
Female	24	4	4	29	25	38	18	0	0	42	13
Male	10	10	10	10	10	10	0	0	0	40	0
Total	34	6	6	24	21	29	12	0	0	41	9
Totals											
Female	212	4	3	24	17	31	21	1	1	23	8
Male	172	13	11	24	17	21	17	3	3	30	6
Total	384	8	6	24	17	26	19	2	2	26	7

Rates of entrance into college were several times as high for private and public school graduates as for Federal school graduates. Also, much higher rates of completion were evident for public and private school graduates. Of the public school graduates, 33 percent entered college and 10 percent completed college; 41 percent of private school graduates entered college and 9 percent completed; 11 percent of Federal school graduates entered college and 1 percent completed. There were 26 college graduates in the sample of 384 subjects, which is 7 percent of the sample.

A total of 101 individuals had enrolled in college. Of these, 18 dropped out before completing one school year, 23 completed one year but less than two, 21 completed two years but less than three, 13 completed three years but less than graduation, and 26 graduated. Of the 26 who graduated from college, two have had one year of additional college work and one has had three additional years. Average number of years of college attendance for those who entered college was 2.5 years.

Some continuers entered programs in more than one type of institution and all these entries are reflected in the entry percentages shown in Table 16. Thus, if a student entered college, dropped out before completion, later enrolled in a vocational school and completed a program, two entries and one completion would be recorded in the appropriate columns in Table 16.

High schools from which subjects graduated were classified as "majority" if enrollment in 1962 consisted of 60 percent or more Indians, "balance" if enrollment was 40 to 60 percent Indian, and "minority" if less than 40 percent Indian. Nearly all came from high schools that were either majority or minority. Since only nine graduated from schools that had a balance of Indian students, statistics for this group should not be considered seriously for comparison with those from majority and minority schools.

Table 17

Enrollment in Post High School Programs of 1962 Indian Graduates of High Schools Classified on the Basis of Proportion of Indian Enrollment by Percentages

Proportion of Enrollment	N	Continuers %	Entries Voc-Tech %	Completions Voc-Tech %	Entries College %	Completions College %	Total Completions %
Majority 60 or greater percent Indian enrollment	201	70	63	45	19	3	48
Balance 40-59 percent Indian enrollment	9	67	55	33	11	0	33
Minority Less than 40 percent Indian enrollment	174	80	57	44	35	11	55
Total	384	74	60	44	26	7	51

In comparing majority and minority schools it is apparent that Indian graduates of high schools that had a minority of Indian students continued their education at a higher rate (80 percent) than did Indian graduates of high schools that had a majority of Indian students (70 percent). Also, a greater percentage of graduates of minority schools completed post high school programs than did graduates of majority schools. Although a larger percentage of majority graduates than minority graduates entered vocational-technical programs, the percentages of completions were about the same. The greatest difference in entries and completions was in college programs. Of minority school graduates, 35 percent entered college and 11 percent graduated. Of majority school graduates, 19 percent entered college and 3 percent graduated. Apparently Indian students who graduate from high schools in which they are in the minority are nearly twice as likely to go to college, and if they do go to college they are about twice as likely to complete college as are Indian students who graduate from high schools in which they are in the majority.

Figures in Table 18 are percentages of all continuers of each sex. For example, referring to the secretarial category, the figure 33 in the first column indicates that 33 percent of the 152 female continuers in the sample enrolled in post high school secretarial programs in vocational-technical institutions. The figure in the third column indicates that 3 percent of the female continuers enrolled in secretarial studies in college. Figures in columns two and four indicate 2 percent and 1 percent of the male continuers entered secretarial studies, the former in vocational-technical school and the latter in college.

Secretarial and nursing courses were most frequently taken by girls enrolling in vocational-technical institutions. Next in popularity among females were cosmetology and business education. Mechanics and electronics were chosen most often by boys who attended vocational-technical schools. Next were welding and carpentry. The category "other vocational" includes training in such skills as bricklaying, plumbing, plastering, foundry work, cooking, ceramic tile laying, and diamond cutting.

Table 18

Entries into Post High School Programs by Female and Male Indian High School Graduates as Percentages of Female and Male Continuers

Type of Post High School Program	Voc-Tech		College	
	F %	M %	F %	M %
Education	--	--	14	8
Secretarial	33	2	3	1
Nursing	20	--	3	--
Medical Technology	1	2	1	--
Engineering	--	5	--	--
Liberal Arts	--	--	7	19
Business Educ. & Admin.	8	2	3	5
Journalism	1	--	--	1
Law	--	--	--	2
Electronics	1	9	--	1
Industrial Electricity	--	4	--	1
Mechanics	--	17	--	--
Social Science	1	--	1	2
Drafting	--	5	--	1
Cosmetology	9	3	--	--
Carpentry	--	6	--	--
Radio-TV	--	5	--	--
Home Economics	6	--	1	--
Accounting & Bookkeeping	1	1	--	2
Welding	--	7	--	--
Ministerial & Missionary	1	1	--	--
Art	1	5	--	4
Pre-Medical	--	--	--	2
Pharmacy	--	1	--	--
Computer Programming	--	1	--	--
Architecture	--	--	--	1
Biology	--	--	--	1
Forestry	--	1	--	1
Other Vocational	--	19	--	--

In college, most females enrolled in education and most males in liberal arts. Next most popular for females in college was liberal arts, and for males, education. Interestingly, there were no enrollees in agricultural courses, either on the college level or in vocational-technical schools.

Of those who entered post high school programs, 34 percent of the females and 43 percent of the males discontinued the programs they initially entered. Many reasons were given for discontinuance.

Table 19

Reasons Given by Indian High School Graduates for Discontinuance of Post High School Programs

Reasons for Discontinuance	Female N=52 %	Male N=57 %
Lack of Interest	16	10
Inadequate Preparation	12	7
Marriage or Pregnancy	25	10
Inadequate Finances	20	24
Military Draft or Enlistment	0	24
Homesickness	4	5
Illness, Personal or Family	8	7
Desire for Immediate Employment	14	12

The major reason given by females for discontinuing programs was marriage or pregnancy. Males stated that inadequate finances and military draft or enlistment were their main reasons for discontinuing programs. Inadequate finances was the second most frequent reason given by girls for discontinuing programs.

Of those who discontinued initial programs, 40 percent of the females and 50 percent of the males resumed their post high school education. Of all the reasons given for returning to training, about three-fourths of them centered on the idea of improvement of employment opportunities resulting in greater financial rewards and security. While most of the returnees re-enrolled in the same kind of program as previously pursued, about one-fourth of both female and male returnees enrolled in different programs.

Initial employment after training was not always related to the training received. Twenty percent of the females and 25 percent of the males indicated that initial jobs were unrelated to their training. The most prevalent reason given for accepting an unrelated job was that work was needed and a job for which training had been received was not available. Only a few indicated that they had accepted an unrelated job because it was near home, but many who gave unavailability of a related job as a reason may have been looking for work only in a limited area near their homes.

Interviewees were asked if they planned to change their general line of work within the next year. Responses indicated that many individuals, especially males, were dissatisfied with their employment. Less than 50 percent of the men indicated that they contemplated no change in the ensuing year. There was no appreciable difference in responses by continuers and non-continuers. Some continuers were still pursuing their education, either full time or part time, and can expect to change their line of work with excellent prospects. Other continuers are temporarily working at jobs not related to their training and will probably improve themselves by changing their employment. The prospects are not bright, however, for non-continuers, without special training and skills. For most of them, dissatisfaction with present jobs is to be expected, but change of employment is not likely to permanently alleviate the problems of uninteresting work and low wages.

Table 20

Percentages of Employment Changes Planned
by Indian High School Graduates
in the Ensuing Year

	N	No Change %	Change %	Uncertain %
Female Continuers	152	59	20	20
Female Non-Continuers	60	60	20	20
Male Continuers	133	44	29	27
Male Non-Continuers	39	36	36	28

Accurate information on sources and amounts received for further education was not always available from continuers. Some could not recall the amount they had received in direct aid. Others did not know the amount of aid received indirectly in payments made by the granting agency to the school. Some, of course, were able to give accurate figures, others could provide good estimates, and a few offered no information at all. Figures in Table 21, therefore, although obviously based upon less than complete information, do give some idea of the sources of financial assistance and the average amounts received from each source.

Table 21

Sources and Average Amounts of Financial Assistance Received by Indian Students Enrolled in Post High School Programs

	FEMALE N=152		MALE N=133	
	%	Average Amount	%	Average Amount
BIA	57	$1620	52	$2206
Tribe	17	1707	14	2027
Federal	7	1129	8	1569
Private	4	2425	1	1700
Relatives	2	783	2	450
State	1	1200	2	2590
College	0	0	2	2877
G.I. Bill	0	0	1	650

When graduates were classified according to the state in which home residence was located at the time of graduation from high school, it was found that the largest number, 160, lived in Arizona, 119 in New Mexico, and 95 in Oklahoma. The samples for Nevada, Southern Colorado, and Southern Utah were so small that valid inferences or comparisons cannot be made from the figures based upon them. Two schools in Utah were included in the survey, but one, a public school, graduated only one Indian student in 1962 and the other, Intermountain School, graduated many residents of Arizona and New Mexico, but only one from Utah. One of the two graduates of Utah schools was interviewed and two others from Utah were picked up as graduates of other BIA schools. In Southern Colorado the two public schools included in the study graduated five Indian students in 1962, but three of these lived in New Mexico. Of the two Colorado residents, one was interviewed and the other declined.

Table 22

High School Graduates by State Location of Home Residence at Time of Graduation with Continuers and Types of Post High School Programs Completed Shown in Percentages

	N	Continuers %	Voc-Tech Completions %	College Entries %	College Completions %	Total Completions %
Arizona	160	70	50	18	3	53
New Mexico	119	75	49	22	4	53
Oklahoma	95	81	31	44	18	49
Nevada	6	50	33	17	0	33
Southern Utah	3	100	0	1	0	0
Southern Colorado	1	100	0	1	0	0
Totals	384	74	44	26	7	51

In comparing the figures for Arizona, New Mexico, and Oklahoma, presented in Table 22, the percentages that stand out from the others are those for Oklahoma college entries and completions. Of the 95 Oklahoma high school graduates, 44 percent entered college and 18 percent completed college. Of those who enrolled in college, 40 percent graduated. The rate of entry into college is twice that for New Mexico and more than twice that of Arizona. The rate of completions is more than four times that of New Mexico and six times that of Arizona.

In sharp contrast to the high percentages of college entries and completions by Oklahoma Indian high school graduates is the higher dropout rate for Indian students from Oklahoma high schools as indicated by a recent dropout study.[3] The dropout rate for Oklahoma Indian students between enrollment in grade eight and completion of grade twelve was 45 percent, as compared to 35 percent for Arizona and 34 percent for New Mexico. In attempting to find some explanation for this apparent inconsistency it was hypothesized that there is a larger percentage in Oklahoma, than in Arizona and New Mexico, of comparatively well educated, highly acculturated, and normal income Indian families, and that it is from these that a large share of the high school graduates and a majority of the college entrants and graduates come. If this is true, then it must follow that children from less educated, less acculturated, and lower income Indian families in Oklahome drop out of school at a much higher rate than do children from similar backgrounds in Arizona and New Mexico. Data from the interviews seem to lend some support to this explanation. Whereas only 1 percent of the parents of the Oklahoma high school graduates had no formal school, 26 percent of the Arizona and New Mexico parents had no schooling. Oklahoma parents averaged over two more years of school than did Arizona and New Mexico parents, twice as many were high school graduates, and eight times as many had some college education.

More than three-fourths of the Oklahoma sample graduated from public high schools, where Indians are usually in the minority. Perhaps a natural selection process is occurring in these schools, with a very large percentage of the more educationally disadvantaged Indian students dropping out, but also very large percentages of the more advantaged Indian students graduating from high school and entering college.

The data, by states, would seem to suggest that more effective educational programs are needed for the educationally disadvantaged Indian pupils in the Southwest. Good compensatory programs could logically result in Oklahoma holding more Indian students through high school, and in Arizona and New Mexico raising levels of academic achievement of Indian students so that a larger percentage of graduates could enroll and succeed in college programs.

References

1. Owens, Charles S. and Bass, Willard P., The American Indian High School Dropout in the Southwest. Albuquerque: Southwestern Cooperative Educational Laboratory, 1969. p. 7.

2. Thompson, Hildegard, Today's Dropouts--Tomorrow's Problems. Lawrence, Kansas: Bureau of Indian Affairs Publication Service, Haskell Institute, 1959.

3. Owens and Bass, op. cit., p. 15.

PART IV

PERCEPTIONS OF INDIAN HIGH SCHOOL GRADUATES IN RETROSPECT

Interviewees were asked to look back upon some of their past experiences, especially while in high school, and to evaluate them in terms of the contribution they made to their success or lack of success. Since these opinions were elicited from respondents more than six years after graduation from high school, the interviewees could judge elements of their past education from a perspective of considerable experience and maturity.

When asked to identify one to three persons who most encouraged them to continue their formal education, and others who gave them some encouragement or no encouragement, interviewees responded as indicated in Table 23.

The greatest percentage of continuers and non-continuers alike stated that the most encouragement they received to continue their education came from their parents. However, a somewhat larger percentage of continuers than non-continuers gave parents as their source of most encouragement. The next largest source of encouragement came from teachers. Next after parents and teachers, continuers indicated that the most encouragement had been received from counselors. Non-continuers apparently did not receive as much help from counselors as had continuers, but had received somewhat more encouragement from relatives. Very little influence on future education was attributed to friends by either continuers or non-continuers.

Table 23

Sources and Degree of Encouragement to Continue Education as Expressed by Continuers and Non-Continuers

	CONTINUERS			NON-CONTINUERS		
Number of Answers--	Most (364) %	Some (422) %	None (540) %	Most (116) %	Some (115) %	None (197) %
Source of Encouragement						
Parents	46	13	5	39	21	5
Relatives	7	13	16	10	17	15
Friends	6	11	15	5	12	15
Spouse	2	2	11	1	0	11
Teachers	19	28	7	26	30	9
Counselors	11	17	9	10	13	11
Administrators	2	8	13	2	3	12
Education Specialists	4	4	10	4	3	11
Other	2	5	14	3	1	12

As might be expected, more continuers than non-continuers rated as excellent the realism of the encouragement and advice they received relative to furthering their education. In fact, the largest percentage of continuers, both male and female, considered their encouragement excellent. Non-continuers were not as high in their estimates of the realism of their encouragement, but a majority did rate it good.

As to the effects of the encouragement upon their futures, most continuers, and many more continuers than non-continuers, expressed the opinion that it had been a great help. The largest percentage of non-continuers rated the encouragement received as having been useful. Very few continuers rated the encouragement as being of little use, but about one-fifth of all non-continuers did. Many non-continuers expressed the wish that circumstances would have permitted them, or that they had been more inclined, at the time of graduation from high school to follow the encouraging advice given them to continue their education.

Table 24

Degree of Realism and Effect of Encouragement to Continue Education as Expressed by Continuers and Non-Continuers

	FEMALE		MALE	
Number of Answers--	Continuers (150) %	Non-Continuers (56) %	Continuers (129) %	Non-Continuers (39) %
Realism				
Excellent	51	30	50	28
Good	41	59	42	56
Fair	6	5	8	15
Poor	1	5	0	0
Very Poor	1	0	1	0
Effect				
Great Help	55	21	47	20
Useful	31	29	36	46
Some Use	9	20	10	13
Little Use	4	21	5	18
No Use	1	9	2	3

An important service every high school should render its students is that of making them aware of the nature and number of opportunities for further education available to them.

Table 25

Amount and Sources of Information on Post High School Educational Opportunities Available to Indian High School Graduates

	FEMALE		MALE	
	Continuers %	Non-Continuers %	Continuers %	Non-Continuers %
Amount				
(Number of Answers)	(152)	(53)	(132)	(29)
Great Deal	25	21	28	14
Quite a Bit	28	43	27	24
Adequate	17	15	11	21
Some	21	11	24	31
Little or None	9	9	9	10
Source				
(Number of Answers)	(207)	(70)	(186)	(45)
Counselors	30	27	27	18
Teachers	32	46	34	44
Administrators	8	6	8	11
Parents	13	9	15	9
Friends	5	3	6	4
Others	12	10	11	13

It now seems unfortunate that a category of "adequate" was used in the interview guide as a measure for amount of information available on post high school educational opportunities. It is difficult to conceive of a student not having either a great deal or quite a bit of information and yet possessing adequate information. It is obvious that, after responding negatively to the questions of whether a great deal or quite a bit of information was received, a positive response to the "adequate" category is an admission that not very much information was available. Probably "adequate" and "some" were synonymous in the thinking of the interviewees as a rank somewhere between "quite a bit" and "little or none," and should be combined and considered "some" in interpreting the responses. If this is done, the largest percentage of female continuers, male continuers, and male non-continuers responded that they had only "some," and therefore inadequate, information. Only female non-continuers differed, the largest percentage indicating that they thought they had quite a bit of information.

Continuers received more help from counselors than did non-continuers, and while the difference is not great enough to prove a point, it does lend some support to the often-stated observation that counseling services are most often used by better students who are expecting to continue their education and probably need them least. The most productive source of information for every group was teachers. Non-continuers received even more information from teachers than did continuers.

The graduates had even less information about post high school employment opportunities than they did about educational opportunities. Except for female non-continuers, the majority responded to the last two

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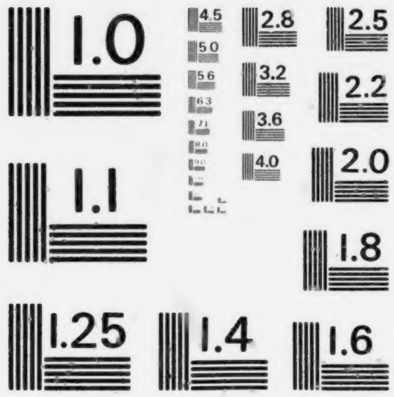
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MICROCOPY RESOLUTION TEST CHART
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categories of "some" and "little or none." However, since most of the graduates were planning to continue their education it is not surprising that they would not be interested in immediate employment opportunities. As might be expected, it was the continuers who indicated that they had the least information, and non-continuers, who were expecting to go to work immediately after high school graduation, who had the most information.

Table 26

Amount and Sources of Information on Post High School Employment Opportunities Available to Indian High School Graduates

	FEMALE		MALE	
	Continuers %	Non-Continuers %	Continuers %	Non-Continuers %
Amount (Number of Answers)	(152)	(53)	(132)	(29)
Great Deal	13	21	11	14
Quite a Bit	18	42	23	24
Adequate	15	15	10	21
Some	26	11	27	31
Little or None	28	11	29	10
Source (Number of Answers)	(185)	(69)	(169)	(45)
Counselors	24	27	24	18
Teachers	32	45	36	44
Administrators	20	6	15	11
Parents	14	9	11	9
Friends	4	3	4	4
Others	6	10	9	13

Again, the greatest source of information in every group was teachers, and again, it was non-continuers who credited them with the greatest amount of help. Counselors were listed as the next most frequent source of information. The data strongly support a policy of making teachers an integral part of the guidance and counseling program of the school.

Table 27

Attitudes of Continuers and Non-Continuers Concerning Original Choices of Training and Employment

Course of Action	FEMALE Continuers (N=152) %	FEMALE Non-Continuers (N=60) %	MALE Continuers (N=133) %	MALE Non-Continuers (N=39) %
Same	57	35	53	38
Different	41	58	44	59
Undecided	2	7	2	3

A majority of continuers, both male and female, were satisfied with the course of action they had taken in regard to training and employment after high school graduation. Of the minority who expressed dissatisfaction, 37 percent would have chosen a four year college program rather than vocational-technical training, 31 percent would have taken a different vocational-technical program or selected a different college major, and 13 percent would have finished the vocational or college program they had begun.

A majority of non-continuers were dissatisfied with the course of action they had taken after high school. When asked why they were dissatisfied, nearly 90 percent of the discontented non-continuers stated that they wished that they had continued their education or training beyond high school so as to be qualified for more interesting and more remunerative employment.

Table 28

Opinions of Continuers and Non-Continuers as to What the High School Did Best for Them

	FEMALE		MALE	
Number of Answers--	Continuers (218) %	Non-Continuers (89) %	Continuers (190) %	Non-Continuers (64) %
High School Did Best				
Provided an Education (Awarded a Diploma)	18	15	28	17
Improved English Skills	8	10	6	22
Provided Vocational Skills	10	9	11	11
Improved Ability to Get Along With Others	17	28	14	17
Helped to Develop Self-Discipline	3	3	4	2
Increased Realization of a Larger World	9	15	7	9
Provided Understanding and Assistance in the Solution of Problems	3	2	1	2
Aided in Development of Maturity	8	7	5	5
Deepened Religious Experience	4	1	1	0
Provided Opportunity for Participation in Athletics and Other Activities	1	2	5	3
Encouraged Continuation of Education	16	4	17	8
Nothing	4	3	2	5

Most frequently mentioned by Indian graduates when asked what the high school had done best for them was the opinion that it had provided an education or awarded them a diploma. More continuers than non-continuers gave this response, perhaps because they were very cognizant of the importance of the diploma as a prerequisite to entrance into post high school programs. This response probably overlaps somewhat with the declaration made by many continuers that the high school had encouraged them to continue their education.

The second and third most frequent responses to the question of what the high school had done best for them were that it had improved their ability to get along with others and had improved their English skills. More non-continuers than continuers gave the latter responses.

When asked what things they would change, if they could, in the high school they attended, only three of the graduates failed to respond in a positive manner. The largest group, however, about 36 percent, expressed the opinion that they had found their high school most satisfactory and would not change anything. Of those who did offer suggestions for changes, continuers most often recommended more emphasis on academic subjects and non-continuers most often advocated more vocational course offerings.

Continuers quite frequently mentioned the need for better teachers, which was sometimes expressed in terms of better training, greater dedication, more cultural orientation, younger teachers, and greater rapport with students. A substantial number of graduates, particularly continuers, also recommended higher scholastic requirements. Another concern that received considerable mention was for more counseling and guidance. An important observation, although not one that was made by many of the graduates, was the need for more effective teaching of English so as to remove the language handicap experienced by many Indian students in their attempt to further their education.

Table 29

Recommendations of Changes in High Schools Attended by Continuers and Non-Continuers

	FEMALE		MALE	
Number of Answers--	Continuers (156) %	Non-Continuers (50) %	Continuers (147) %	Non-Continuers (32) %
Recommended Changes				
Better Teachers	14	6	11	0
More Emphasis on Academic Subjects	26	16	25	16
More Vocational Education	15	30	16	28
Higher Scholastic Requirements	12	8	12	9
Smaller Classes, More Individual Attention	4	8	4	6
Stricter Discipline	2	6	3	3
More Counseling And Guidance	10	4	14	16
Greater Variety of Activities	6	4	1	13
Less Rigid Discipline	2	2	1	0
More Effective Teaching of English to Remove Language Handicap	7	6	7	6
Better Physical Facilities	2	10	6	3

Table 30

Opinions of Indian High School Graduates as to Why Some Fellow Indian Students Did Not Graduate from High School

Reasons	Number of Answers-- Responses (647) %
Lack of Personal Interest or Motivation	33
Lack of Home Encouragement	16
Poor Financial or Social Conditions at Home	11
Marriage or Pregnancy	9
Lack of Ability or Poor Foundation	8
Lack of Encouragement at School	6
Behavior Problems, Especially Drinking	5
Social Maladjustment in School	4
Attraction of A Job and Money	2
School Located Too Far From Home	2
Program Unrelated to Interests	2
Military Enlistment	1

Ten percent of the graduates did not venture an opinion as to why some of their Indian schoolmates had not completed high school. Most of these said that all of their friends had graduated, while others did not think that they could put their finger on the reasons why schoolmates dropped out. Of those who did venture opinions, some offered more than one.

Most often stated as a reason for dropout was lack of personal interest or motivation. Lack of encouragement at home also ranked high as a cause for dropping out of school. The next most frequent reason given was poor financial or social conditions at home. Lack of encouragement at school was infrequently mentioned, as was drinking and other behavior problems.

Table 31

Association Patterns in High School of Continuers and Non-Continuers

Associates	FEMALE		MALE	
	Continuers (N=152) %	Non-Continuers (N=60) %	Continuers (N=133) %	Non-Continuers (N=39) %
Indian	45	66	38	59
Non-Indian	9	5	8	0
Integrated	44	29	52	41
"Loner"	2	0	3	0

Since most of the high schools included in this study had all, or nearly all, Indian enrollments, it was expected that graduates would have associated principally with other Indian students while in high school, but this proved not to be true, particularly for males. Significantly larger percentages of non-continuers than continuers confined their associations almost exclusively to other Indians. Conversely, continuers more often than non-continuers associated largely with a mixed group. Very few Indian students associated principally with non-Indians, but of those who did, most were continuers. There was a very small percentage who were "loners" and did not have association with a particular peer group, and these were all continuers.

Table 32

Perceived Effect of Associations on Educational Achievement and Educational Plans of Continuers and Non-Continuers

	FEMALE		MALE	
	Continuers (N=152) %	Non-Continuers (N=60) %	Continuers (N=133) %	Non-Continuers (N=39) %
Educational Achievement				
No Effect	48	73	59	48
Encouraged Achievement	50	24	36	46
Discouraged Achievement	2	4	4	6
Educational Plans				
No Effect	62	91	73	87
Encouraged Continuation	38	8	26	13
Discouraged Continuation	0	2	1	0

As graduates looked back upon their high school experiences, a majority perceived that the peer group association had not affected their educational achievement. This was especially true of female non-continuers. However, many others did feel that the peer group had encouraged achievement in high school. In fact, 50 percent of the female continuers and 46 percent of the male non-continuers expressed this opinion.

More continuers than non-continuers received encouragement from the peer group to continue their education, but the vast majority of all graduates thought that the group had not influenced them in this regard. Very few saw the peer group as having had much of a discouraging influence on either their educational achievement or plans for continuation.

The data suggest the question of whether peer group influences are strong but so subtle as to be unperceived, or are really not as powerful as has been thought. Certainly the graduates in this study attribute much greater influence upon their education to their parents and teachers than they do to their peers.

Table 33

Opinions of Indian High School Graduates on the Importance of the Tribal Language

	FEMALE		MALE	
	Continuers (N=152) %	Non-Continuers (N=60) %	Continuers (N-133) %	Non-Continuers (N=39) %
Important?				
Yes	87	82	81	90
No	10	8	18	5
No Opinion	3	10	1	5
Reasons (Number of Answers)	(210)	(62)	(158)	(42)
Communication, Especially With Older Generation	47	68	54	71
Needed in Employment	14	8	7	5
Pride in Heritage	39	24	39	24

An overwhelming majority thought that it is important to be able to speak their tribal language. In fact, a much larger percent (85) felt it was important than were able to speak it well (65 percent, from Table 3). Of those who did not feel that ability to speak their tribal language is important, many expressed the opinion that they would have no use for it because it is dying out and is spoken very little today.

Most of those who thought that it is important to speak their tribal language gave as a reason the desirability of being able to communicate with other tribal members, particularly the older people. A larger percentage of non-continuers than continuers gave this reason, probably because more of the non-continuers are living on reservations among their people, as indicated in Table 13. Closely associated with the desirability of being able to communicate is the economic necessity of being able to communicate in order to gain and hold certain kinds of jobs.

More than one-third of the reasons given for considering the tribal language important were an expression of the idea of pride in heritage. Subsumed under this reason were such ideas as the retention of one's uniqueness as an Indian, preservation of the language and culture, and maintenance of a good self-image. More continuers than non-continuers gave pride in heritage as a reason for considering the tribal language important.

Over 90 percent of the graduates expressed the opinion that they had never experienced prejudice in high school. Of those who perceived that they had been subject to prejudice, more were continuers than non-continuers. In seeking an explanation for this, the data were analyzed and it was found that the rate of perceived prejudice was nearly twice as great in schools where Indians were in the minority as where they were in the majority. Since a greater percentage of continuers than non-continuers attended minority schools, this may explain, at least partially, the discrepancy between the percentages of continuers and non-continuers who had experienced prejudice in high school.

Table 34

Perceptions of Indian High School Graduates as to Whether They Experienced Prejudice in High School

	FEMALE		MALE	
	Continuers (N=152) %	Non-Continuers (N=60) %	Continuers (N=133) %	Non-Continuers (N=39) %
Experienced Prejudice	9	2	12	3
Did Not Experience Prejudice	91	98	90	97

Although interviewees were not asked to identify the source of prejudice, many of them did. It is interesting that of the graduates of schools in which Indians were in the majority, two-thirds volunteered that the prejudice they experienced came from members of other tribes. This was also indicated in a few instances by graduates of minority Indian schools. However, most students from the latter schools did not specify the source of prejudice and it can be assumed that it was evidenced by other races, largely white. Teachers, administrators, and police were identified by some as sources of prejudice both by students of minority and majority schools. About one-fourth of those who perceived prejudice stated that it adversely affected their educational plans.

Although the interviewees were not asked whether they had experienced prejudice after high school graduation, a few volunteered the information that they had or had not. Five of the 384 graduates stated that they had experienced post high school discrimination. All of these were graduates who had continued their education.

Graduates were asked if they had strong religious convictions. Since this was evidently a very personal question, it was preceded by an advisement not to answer the question if so desired. However, only 1 percent declined to make a statement. About 30 percent responded positively to the question and another 25 percent preferred to give indirect answers indicating that they held some religious convictions, mentioning, for example, church attendance or membership in a particular denomination. The other 45 percent responded negatively to the question.

When those who indicated strong religious convictions were asked if these had affected their educational plans, about one-half of them said "yes," they had motivated them to continue their education. Often mentioned by these respondents were the desire to be of greater service, being a better and more serious-minded person, and having received encouragement and help from others with strong religious convictions.

A few who were adherents of native religions indicated that they were discouraged from continuing their education, because to do so necessitated leaving home which did not permit them to participate in significant religious rites, or because religious beliefs conflicted with educational teachings.

Definitions of success offered by the graduates were quite varied. Achieving happiness and holding a good job were most frequently mentioned.

Then, in order, were the ideas of having personal independence, attaining goals, and possessing a good education. Continuers more often than non-continuers mentioned the attainment of goals, possession of a good education, contributing to society, and fully developing one's abilities and talents. Non-continuers more often than continuers defined success in terms of a good job and having personal independence.

Table 35

Definitions of Success as Perceived by Indian High School Graduates

Definitions	FEMALE		MALE	
	Continuers	Non-Continuers	Continuers	Non-Continuers
Number of Answers--	(299)	(87)	(191)	(52)
	%	%	%	%
Achieving Happiness	23	24	24	23
Attaining Goals	20	7	16	8
Holding a Good Job	16	31	26	37
Possessing a Good Education	14	13	10	6
Having Personal Independence	15	22	16	19
Contributing to Society	3	1	2	0
Fully Developing Abilities and Talents	10	2	7	7

A majority of graduates considered themselves to be successful, with nearly three times as many responding positively as negatively when questioned on this point. About one-fifth of the graduates were reluctant to claim unqualified success but felt that they were partially successful. As might be expected, more continuers than non-continuers expressed the opinion that they had been successful.

Table 36

Opinions of Continuers and Non-Continuers as to Whether They Had Attained Success

Success	FEMALE Continuers (N=152) %	FEMALE Non-Continuers (N=60) %	MALE Continuers (N=133) %	MALE Non-Continuers (N=39) %
Yes	59	52	56	54
No	17	28	23	23
Partial	19	20	19	21
Do Not Know	5	0	3	3

PART V

SUMMARY

Certain characteristics emerge from the data to give us a portrait of a "typical" Indian high school graduate, class of 1962, in Oklahoma, and a somewhat different portrait of a "typical" graduate in the remainder of the Southwest.

The "typical" Indian high school graduate in the Southwest, excluding Oklahoma, is a full-blood Indian, lives on a reservation, is married, graduated from a public high school, attended school where Indians were in the majority, speaks the tribal language well, has had formal post high school training, is a skilled worker, is employed by the government, and considers himself a success.

The "typical" Oklahoma Indian graduate also is married, graduated from a public high school, has had formal post high school training, is a skilled worker, and considers himself a success, but he is of partial Indian ancestry, lives off-reservation, attended a school where Indians were in the minority, speaks his tribal language not at all or poorly, and is employed by private industry.

Following is a more complete summary of the data.

Background Characteristics of Graduates

Of the total sample, 81 percent claimed full Indian ancestry, but in Oklahoma the figure was only 38 percent. There was a negative relationship between degree of Indian ancestry and frequency of continuation in education.

A majority of graduates came from homes in which the tribal language was spoken all, or nearly all, of the time and a majority claimed to be able to speak it well. However, in Oklahoma only one-fourth of the graduates made that claim. A negative relationship was found to exist between ability to speak the tribal language and frequency of continuation in education.

The average years of formal schooling for parents was 7.1 years. Parents of continuers had 7.5 years and parents of non-continuers had 6.1 years. Ninety-four percent of the graduates who had at least one parent with some college education were continuers, while the figures were 80 percent for parents who had some high school and 70 percent for those who had some grade school or less. Clearly, the higher the level of parental schooling, the more likely was the graduate to continue his education. More mothers and fathers of continuers held jobs requiring training and skill than did parents of non-continuers.

There was no conclusive evidence that position of birth in the family was strongly related to continuation of education. However, females who were first born or sixth or more in birth order had the lowest continuation percentages, and for both females and males those who were fourth eldest had the highest continuation percentages.

The average number of children per family was between six and seven, which is nearly three times as many as in the typical American family.

About one-third of the graduates transferred to another high school at least once in grades nine through twelve. A negative relationship existed between number of transfers and continuation of education.

Only about 10 percent of the graduates had repeated a subject in high school and only 3 percent had repeated a grade. Higher percentages of non-continuers than continuers had repeated subjects and grades. Most of those who repeated subjects said that it had no effect upon their desire to continue their education.

Preferences of subjects while in high school were mathematics for males and English for females. Favorite activities were athletics for males, and for girls those activities included in the category of art, drama, music, and special interest clubs.

The Post High School Years

About three-fourths of the graduates continued academic or vocational programs after high school. More than two-thirds of those who did continue completed a post high school program. The great majority of the entries and completions were in vocational-technical programs. Only 7 percent of the graduates completed college, while 44 percent completed vocational-technical programs. Nearly twice as large a percentage of graduates of schools in which Indians were in a minority went to college as did the graduates of schools in which Indians were in a majority, and nearly four times as large a percentage completed college.

At the time of the interview, more than six years after graduation from high school, about two-thirds of the females and three-fourths of the males were working for pay or profit. The majority of women were working in clerical and service occupations, while men were working mainly as craftsmen, operatives, service workers, and laborers. About one-eighth of the sample were in professional positions, but there was only one college graduate engineer, and there were no doctors or lawyers. However, one individual was completing a graduate degree in physical therapy and expected to continue on in the study of medicine, another was an undergraduate about to complete pre-med, one is a college graduate pharmacist, one a college graduate registered nurse, and two college graduates are attending law school. Teachers comprise the largest group of professionals.

About three-eighths of those who began a post high school program discontinued it for some reason, most often because of inadequate finances and military service on the part of males, and inadequate finances and marriage or pregnancy for females. Nearly one-half of those who discontinued their education later returned to training in order to improve their employment opportunities.

About one-fourth of the continuers indicated that they accepted initial employment unrelated to their training. The chief reason given for accepting such employment was that no related jobs were available.

Most employed females were apparently content in their jobs and contemplated no change of employment in the ensuing year, but many males appeared to be dissatisfied with their employment. Most of the men either contemplated a change within a year or were uncertain. More male non-continuers than continuers were dissatisfied.

Evaluations of High School Experiences

Graduates named parents as the source of most encouragement to continue their education, and named teachers next. Continuers rated the encouragement and advice higher as to its realism and effect than did non-continuers.

The most frequently mentioned source of information on post high school educational and employment opportunities was teachers, with counselors ranked second. A little more than one-half of the graduates thought that they had received a great deal or quite a bit of information on educational opportunities, while slightly less than one-half felt they had received what could be considered inadequate information. More continuers than non-continuers received considerable information on educational opportunities, especially from counselors. More than one-half of the graduates thought that they had not received either a great deal or quite a bit of information on employment opportunities.

A majority of the continuers were satisfied with the course of action they had taken in regard to training and employment after graduation from high school, but a majority of non-continuers were dissatisfied. About 90 percent of the non-continuers who were dissatisfied said that they would continue their education or training beyond high school if they could start again.

Only about 3 percent of the graduates thought that the high school had done nothing for them. The other 97 percent mentioned most frequently as things the high school had done best for them the awarding of a diploma, the improvement of their ability to get along with others, improvement of English skills, increased realization of a larger world, and training in vocational skills. Also, many continuers stated that the high school had encouraged continuation of education.

Most often mentioned by non-continuers as a needed change in the high school was more vocational education. Continuers most often suggested more emphasis on academic subjects, more vocational subjects, better teachers, more guidance and counseling, and higher scholastic requirements.

Most frequently given as a reason that some of their Indian schoolmates did not graduate was lack of personal interest or motivation. This reason, along with those mentioned next in frequency, lack of home encouragement and poor financial or social conditions at home, were suggested by more than one-half of the graduates.

Although most of the graduates attended high schools in which Indians were in the majority, more than one-half of them associated with an integrated peer group. Integrated associations were especially characteristic of continuers, particularly male continuers. The majority did not think that peer group associations had affected their educational achievement or plans. Those who did thought that these associations had encouraged them to finish high school and then continue their education.

An overwhelming majority thought that it is important to be able to speak the tribal language. Mentioned as reasons were the desirability of being able to communicate with older people of the tribe, use in a job, and pride in one's heritage.

More than nine out of ten of the graduates said that they had never experienced prejudice in high school. Prejudice was found to occur more frequently in schools in which there was a minority of Indian students, but in all-Indian schools there was some prejudice attributed to members of other tribes.

Achieving happiness and holding a good job were mentioned most frequently by graduates as definitions of success. Other definitions included having personal independence and possessing a good education.

A majority of the graduates considered themselves successful and another one-fifth thought of themselves as partially successful. Less than one-fourth of these young adults felt that they had been unsuccessful.

Comments

Except for Oklahoma residents, a small percentage of the Indian high school graduates attended college. However, it is the high college attrition rate that is most disturbing. The language handicap is the almost universal problem that defeats the Indian college student in the Southwest. It also often hinders the Indian in vocational-technical programs and in getting and holding jobs. English will probably never be mastered by Indian children who speak only the native Indian language when they enroll in school if the schools attempt to teach them in the same manner that native English speakers are taught. Better and more widespread programs of teaching English as a second language in the early grades are essential to the adequate education of Indian children. And, after these children have acquired proficiency in understanding and speaking English, intensive instruction in developmental reading and in study skills must be given them if they are to be successful students.

Other curricular adjustments are also needed for the culturally different Indian student in order to make school experiences more meaningful and to give the student a greater sense of worth and pride as an Indian.

All teachers of Indian children should have special training through orientation sessions, workshops, in-service training programs, and special college courses to enrich their understanding of the values and problems of Indian children in school.

Students need more information about educational opportunities and especially about vocational careers. This should be done over a period of years, and counselors should make much use of teachers in helping impart such information to students. More counselors are needed and they, along with teachers, should be well acquainted with the cultural characteristics of the students with whom they are dealing and make some adjustments in their methods if they are to be effective with Indian students.

More vocational education, especially of an exploratory nature, should be available to Indian high school students. Work experience programs would also be desirable. This would be helpful in aiding the graduates to make more intelligent vocational choices, particularly those who enter post high school vocational-technical programs.

In addition to better academic preparation, college students need better orientation programs before enrolling in college and more extensive and understanding counseling after enrollment. Tutoring programs would also be helpful in keeping Indian students from dropping out of college.

It is unfortunate that so many of the Indian young adults with special education and training cannot find employment on or near their reservations. Potential leadership that is needed is thus lost to the tribe. Every effort should be made by government agencies to help tribes initiate programs of economic and industrial development that will make it possible for more of the educated youth to find challenging and rewarding employment on or near their reservations if they so desire.

Earlier in this report reference was made to the educational attainments of many Choctaw Indians during the past century. Choctaws, and also Cherokees, were better educated than were white people in surrounding states. It should be noted that the Choctaw and Cherokee Nations operated their own schools. Ways should be found today to get Indian community involvement resulting in education of Indians by Indians, rather than in education by aliens for Indians.

APPENDIX A

Questionnaire

1. Name ____________________ ____________________ ________
Last First Initial

2. Sex: Male ________ Female ________

3. Permanent Address: ____
Street or P. O. Box, Rural Route & Box

City or Post Office: ____

State: ____________________

4a. Is this residence on a reservation? Yes ______ No ______

b. If Yes, name of reservation: ________________________________

5a. Current Address: Same as above? Yes ______ No ______

b. If No, ____
Street or P. O. Box City or Post Office State

6. Birth Date: ________________ __________ __________
Month Day Year

7. Name of tribe of which you are a member: ________________________
Tribe

8. Degree of Indian ancestry: ____________________

SCHOOLS IN ORDER ATTENDED (Grades 8-12)

	NAME OF SCHOOL	Type	(Circle appropriate one in each of the boxes.)	Grades Attended	Years Attended
9a.	______	Boarding Day	Public Federal Private	______	______
b.	Location ______		On Off Reservation		
10a.	______	Boarding Day	Public Federal Private	______	______
b.	Location ______		On Off Reservation		
11a.	______	Boarding Day	Public Federal Private	______	______
b.	Location ______		On Off Reservation		
12a.	______	Boarding Day	Public Federal Private	______	______
b.	Location ______		On Off Reservation		
13a.	______	Boarding Day	Public Federal Private	______	______
b.	Location ______		On Off Reservation		

Interview Guide

Subject:	
Interviewer:	
Date:	

14. Parent's Family

a. Your position in family
(e.g. 1st eldest, 5th eldest) __________

b. Number of older brothers _______________

c. Number of older sisters _______________

d. Number of younger brothers ____________

e. Number of younger sisters ______________

f. Eldest child was boy ______ girl _______

15. Marriage

a. Are you single, married, separated, widowed, or divorced? ____________

b. Number of children for whom you are providing support? _______________

When were you first married?

1) Before graduating from high school? Month ______ Year ____

2) After high school graduation? Month ______ Year ____

3) During post high school training? Month ______ Year ____

4) After completion of post high training? Month ______ Year ____

5) Did marriage affect your plans for employment or post high school training?

Yes ________ No ________

6) If Yes: In what way?

16. Present Employment

a. Present occupation ____

b. Industry _____________________________________

17. Present Employment

Last week were you:

a. Working for pay or profit? ____________________

b. Doing unpaid family work on farm, around home, or in business? ________

c. Looking for work? ____________________

d. Had job or business, but did not work because of illness, bad weather, labor dispute, or temporary layoff of not more than 30 days?
(Specify) ____________________

e. Keeping house? ____________________

f. Going to school? ____________________

g. Permanently unable to work? ____________________

h. Voluntarily idle? ____________________

i. Other main activity? (Specify) ____________________

j. Do you plan to change your general line of work within the next year?

a) Yes ________ b) No ________ c) Don't know ________

k. Exactly what occupation do you plan to go into?

l. How did you happen to decide on that occupation?

m. If you were to start over after high school, would you choose to follow the same course of action in regard to training and/or employment?

Yes ________ No ________

n. Why?

18. Education of Parents

What was the highest level of education completed by your father? (Circle the appropriate grade level)

a. Grade

1 2 3 4 5 6 7 8 9 10 11 12

b. University or College Training (Circle the number of years)

1 2 3 4 Post Graduate: 1 2 3 4

c. Did your father take any vocational, technical, apprenticeship, or other training? Specify type and degree of training:

19. What was the highest level of education completed by your mother? (Circle the appropriate grade level)

a. Grade

1 2 3 4 5 6 7 8 9 10 11 12

b. University or College Training (Circle the number of years)

1 2 3 4 Post Graduate: 1 2 3 4

c. Did your mother take any vocational, technical, or other training? Specify type and degree of training:

20. Occupation of Parents

a. What was the main occupation of your father, if alive and not separated from family, at the time of your high school graduation?

____________________	________	________
Occupation	Full-time	Part-time

b. If father deceased or separated from family prior to your graduation, his occupation and your grade at that time:

____________________	________
Occupation	Grade

Occupation of Parents (Continued)

c. What was your mother's main occupation at the time of your high school graduation?

1) Full-time homemaker ____________________

2) Other occupation (Specify) ________________________________

________________________ Full-time _____ Part-time _____

d. If mother deceased or separated from family prior to your graduation, her occupation and your grade at that time:

____ Occupation ______ Grade

Encouragement to Continue Education

The interviewer should encourage the respondent to name at least one and not more than three persons who most encouraged him (her) to continue formal education or training. Check degree of encouragement received from others on the list, provided such persons were available to the respondent. If not available, leave the space blank.

21. Encouragement to continue education beyond high school was received from:

	Most	Some	Little or None
a. Parents and immediate family			
b. Relatives			
c. Friends			
d. Wife or husband			
e. Teacher(s)			
f. Counselor(s)			
g. Education Specialist			
h. Administrator(s)			
i. Other (Specify)			

Encouragement to Continue Education (Continued)

22. In your opinion, the advice and encouragement received from that one you indicated gave you most was:

Realistic	Effective
(In accord with what you believed to be your capabilities and desires)	(Did the advice influence your decision?)
a. Excellent ________	a. Helped a great deal ________
b. Good ________	b. Was useful ________
c. Fair ________	c. Was of some use ________
d. Poor ________	d. Was of little use ________
e. Very poor ________	e. Was of no use ________

23. Your favorite subject in high school was:

a. English ________________

b. Social Studies ________________

c. Mathematics ________________

d. Science ________________

e. Shop or Home Economics ____________

f. Business Education (Typing, secretarial, etc.) ________________

g. Other (Specify) ____

24. Did you participate in interscholastic athletics? Yes ____ No ____

a. Number of years involved in high school athletics? 1 2 3 4

b. Were you active in high school social activities? Yes____ No____

c. List the three activities in which you were most active in high school:

1) ____

2) ____

3) ____

d. Which was your favorite high school activity? ____________________

Encouragement to Continue Education (Continued)

25. Did you ever repeat any grade or subjects in high school?

a. Yes ________ No ________

b. If Yes: Which grade or subjects?

Subject or Grade	Year
______________________	______
______________________	______
______________________	______
______________________	______

26. Did repeating the grade or subject affect your desire or plans for continuing your education beyond high school?

a. Yes ________ No ________

b. If Yes: How?

27. a. If you could, what things would you change in the high school you attended?

b. Which of the things that you would change, do you consider the most important?

c. In your opinion, what things did your high school do best for you?

28. Post High School

Further training:

a. Public technical-vocational school ______________________________
Type of Training

______________________________ ______________ to ______________
School City State Month Year to Month Year

b. Private technical-vocational school (e.g. business school) ______________________________
Type of Training

______________________________ ______________ to ______________
School City State Month Year to Month Year

c. Federal technical-vocational school ______________________________
Type of Training

______________________________ ______________ to ______________
School City State Month Year to Month Year

d. University-College ______________________________
Type of Training

______________________________ ______________ to ______________
School City State Month Year to Month Year

e. Junior College ______________________________
Type of Training

______________________________ ______________ to ______________
School City State Month Year to Month Year

f. Correspondence Instruction ______________________________
Type of Training

______________________________ ______________ to ______________
School City State Month Year to Month Year

29. Post High School (Continued)

Financial Assistance:

a. ____________________ ____________________
Amount Obtained From

b. ____________________ ____________________
Amount Obtained From

c. ____________________ ____________________
Amount Obtained From

d. ____________________ ____________________
Amount Obtained From

e. ____________________ ____________________
Amount Obtained From

30. a. Discontinued training before completion? Yes______ No________
How long? ____________

b. Returned to training: Same ______ Different? (Specify) _______
____________________ After how long? ____________________

31. Employment after post high school training:

a. ____________________ ____________________
Type of Job Industry

____________________ ____________________
City State Month Year to Month Year

b. ____________________ ____________________
Type of Job Industry

____________________ ____________________
City State Month Year to Month Year

c. ____________________ ____________________
Type of Job Industry

____________________ ____________________
City State Month Year to Month Year

d. ____________________ ____________________
Type of Job Industry

____________________ ____________________
City State Month Year to Month Year

32. Out of work after completing or discontinuing training:
(Include short-term seasonal and casual work)

____________________ ____________________
City State Month Year to Month Year

Post High School (Continued)

33. Were you aware, in high school, of the opportunities open to you for further training?

a. Had a great deal of information ______________

b. Had quite a bit of information ______________

c. Had adequate information ______________

d. Had some information ______________

e. Had little or no information ______________

What were your prime sources of information?

f. Counselors ____________

g. Teachers ____________

h. Education Specialist ____________

i. Parents ____________

j. Other students ____________

k. Other (Specify) ____________

34. Were you aware, in high school, of the employment opportunities available to you after graduation?

a. Had a great deal of information ______________

b. Had quite a bit of information ______________

c. Had adequate information ______________

d. Had some information ______________

e. Had little or no information ______________

What were your prime sources of information?

f. Counselors __________

g. Teachers __________

h. Employment or relocation officer ______

i. Parents _______

j. Other students _______

k. Other (Specify) _______

35. Post High School Training

a. Why did you select this particular training?

b. OR: Why did you decide not to go on to further training?

(Go from here to next category--
page 12, #36: Post High School Employment)

c. Did you discontinue further training before the completion of your program?

Yes ________ No ________

d. If Yes: Why?

e. Did you return to further training after discontinuing a program?

Yes ________ No ________

f. If Yes: Why?

g. If you returned to training after discontinuing a program, did you return to a different program than the original?

Yes ________ No ________

h. If Yes: Why?

Post High School Training (Continued)

i. Did you change training programs without discontinuing further training?

Yes ________ No ________

j. If Yes: Why?

k. Was your initial employment after training directly related to your training program?

Yes ________ No ________

l. If No: Why was such employment sought and/or accepted?

Post High School Training (Continued)

m. Were you out of work (more than 30 days) after completing or discontinuing training?

Yes ________ No ________

n. If Yes: Why, in your opinion, were you out of work?

36. Post High School Employment (Ask only those who did not go on to post high school training in the fall of the graduating year.)

a. What employment did you accept immediately after high school graduation?

____

b. Why did you choose this particular employment?

Post High School Employment (Continued)

c. Have you changed employment since? Yes ________ No ________

d. If Yes: Why?

e. Are you self-employed? Yes ________ No ________

f. If Yes: Why did you choose this course of action over others?

g. Were you out of work (more than 30 days) following high school graduation?

h. If Yes: Why, in your opinion, were you out of work?

37. Native Language

a. Do you speak your tribal language?

b. Very well ____________________

c. Somewhat ____________________

d. Not at all ____________________

e. Would you like to speak your tribal language? Yes____ No____

f. If the interviewee does or does not speak his (her) tribal language:

Do you feel it is important to speak your tribal language?

Yes ________ No ________

g. Why?

h. Was your tribal language spoken in your home?

i. All the time ________________

j. More often than another language ________________

k. About half the time ________________

l. Less often than another language ________________

m. Never ________________

38. Achievement

a. You graduated from high school. Why, in your opinion, did some of your Indian friends or classmates not graduate?

b. What group did you mainly hang around with in high school? (The intent of this probe is to find out if the interviewee associated with those most nearly like himself: in blood degree, location of residence, income, etc.)

Achievement (Continued)

How did the group you associated with affect your:

c. Educational achievement?

d. Educational plans?

e. Attitude of others (teachers and students) toward you?

Achievement (Continued)

f. Did you ever experience prejudice while you were in high school? (Ask and note interviewee's definition of prejudice and/or illustration of prejudice.)

g. (If Yes): Did it affect your education or educational plans?

h. Do you have any strong religious convictions?

Achievement (Continued)

i. In what way did these convictions affect your educational plans and/or experiences? Generally and/or illustrate.
(The intent of this question is to find out if religious affiliation encourages or discourages education or if it affects the attitudes of its adherents. If the interviewee indicates reluctance to discuss, do not push him.)

j. Do you consider yourself a "success"?
(By whatever definition the interviewee wishes to use. Ask and note interviewee's definition of success and/or illustration of success.)

APPENDIX B

DIRECTORY OF SCHOOLS

ARIZONA

School Districts and Schools	Location	Type
Leupp Boarding School	Leupp	Federal
Phoenix Indian High School	Phoenix	Federal
American Indian Bible Institute	Phoenix	Private
East Fork Mission School	Whiteriver	Private
Ganado Mission High School	Ganado	Private
St. John's Indian High School	Laveen	Private
St. Michael's High School	St. Michaels	Private
Ajo High School District No. 103	Ajo	Public
Alchesay High School District No. 30	Whiteriver	Public
Apache County High School District No. 90	Springerville	Public
Valley High School	Sanders	Public
Camp Verde High School District No. 30	Camp Verde	Public
Casa Grande UHS District No. 82	Casa Grande	Public
Chinle School District No. 24	Chinle	Public
Chinle Elementary Teaching High School	Chinle	Public
Coolidge High School District No. 84	Coolidge	Public
Florence High School District No. 81	Florence	Public
Fort Thomas High School District No. 10	Fort Thomas	Public
Globe High School District No. 90	Globe	Public
Grand Canyon High School District No. 40	Grand Canyon	Public
Holbrook High School District No. 40	Holbrook	Public
Marana High School District No. 106	Marana	Public
Mesa High School District No. 207	Mesa	Public
Mesa High School	Mesa	Public
Westwood High School	Mesa	Public

ARIZONA (Continued)

School Districts and Schools	Location	Type
Monument Valley High School District No. 50	Kayenta	Public
Page High School District No. 70	Page	Public
Safford High School District No. 30	Safford	Public
Scottsdale High School District No. 212	Scottsdale	Public
Scottsdale High School	Scottsdale	Public
Snowflake UHS District No. 60	Snowflake	Public
Tolleson UHS District No. 214	Tolleson	Public
Tuba City High School District No. 50	Tuba City	Public
Tucson High School District No. 101	Tuscon	Public
Pueblo High School	Tucson	Public
Tucson High School	Tucson	Public
Window Rock School District No. 8	Fort Defiance	Public
Window Rock Elementary Teaching High School	Fort Defiance	Public
Winslow High School District No. 70	Winslow	Public
Yuma County High School District No. 20	Parker	Public
Parker High School	Parker	Public
Yuma UHS District No. 25	Yuma	Public
Kofa High School	Yuma	Public
Yuma High School	Yuma	Public

NEVADA

School Districts and Schools	Location	Type
Nevada Agency School	Stewart	Federal
Churchill County School District	Fallon	Public
Clark County School District	Las Vegas	Public
Douglas County School District	Gardnerville	Public
Elko County School District	Elko	Public
Humboldt County School District	Winnemucca	Public
Lyon County School District	Yerington	Public
Mineral County School District	Hawthorne	Public
Ormsby County School District	Carson City	Public
Washoe County School District	Reno	Public

NEW MEXICO

School Districts and Schools	Location	Type
Albuquerque Indian School	Albuquerque	Federal
Wingate High School	Fort Wingate	Federal
Navajo Methodist Mission School	Farmington	Private
Rehoboth Mission High School	Rehoboth	Private
St. Catherine Indian High School	Santa Fe	Private
St. Pius X High School	Albuquerque	Private
St. Vincent Academy	Albuquerque	Private
*Albuquerque Schools	Albuquerque	Public
Aztec Schools	Aztec	Public
Aztec High School	Aztec	Public
Bernalillo Schools	Bernalillo	Public
Bernalillo High School	Bernalillo	Public
Bloomfield Schools	Bloomfield	Public
Bloomfield High School	Bloomfield	Public
Central Consolidated Schools	Kirtland	Public
Central High School	Kirtland	Public
Shiprock High School	Shiprock	Public
Cuba Schools	Cuba	Public
Cuba High School	Cuba	Public
Dulce Schools	Dulce	Public
Dulce High School	Dulce	Public
Espanola Schools	Espanola	Public
Espanola High School	Espanola	Public
Santa Cruz High School	Santa Cruz	Public

NEW MEXICO (Continued)

School Districts and Schools	Location	Type
Farmington Schools	Farmington	Public
Farmington High School	Farmington	Public
Gallup-McKinley County Schools	Gallup	Public
Gallup High School	Gallup	Public
Zuni High School	Zuni	Public
Grants Schools	Grants	Public
Grants High School	Grants	Public
Laguna Acoma High School	New Laguna	Public
Jemez Valley Schools	Jemez Pueblo	Public
Jemez Valley High School	Jemez Pueblo	Public
Los Lunas Schools	Los Lunas	Public
Los Lunas High School	Los Lunas	Public
Pojoaque Schools	Pojoaque	Public
Pojoaque High School	Pojoaque	Public
Taos Schools	Taos	Public
Taos High School	Taos	Public
Tularosa Schools	Tularosa	Public
Tularosa High School	Tularosa	Public

* The Albuquerque Public Schools supplied a combined list from all of the Albuquerque public high schools that graduated Indian students in the spring of 1962.

OKLAHOMA

School Districts and Schools	Location	Type
Chilocco Indian School	Chilocco	Federal
Fort Sill Indian School	Lawton	Federal
Riverside Indian School	Anadarko	Federal
Sequoyah High School	Tahlequah	Federal
Adair County Schools	Stilwell	Public
Stilwell District No. 1-25	Stilwell	Public
Caddo County Schools	Anadarko	Public
Anadarko District No. 1-13	Anadarko	Public
Apache District No. 1-6	Apache	Public
Carnegie District No. 1-33	Carnegie	Public
Carter County Schools	Ardmore	Public
Dickson District No. 1-77	Ardmore	Public
Plainview District No. 1-27	Ardmore	Public
Cherokee County Schools	Tahlequah	Public
Tahlequah District No. 1-35	Tahlequah	Public
Choctaw County Schools	Hugo	Public
Boswell District No. 1-1	Boswell	Public
Custer County Schools	Arapaho	Public
Hammon District No. 1-66	Hammon	Public
Delaware County Schools	Jay	Public
Jay District No. 1-1	Jay	Public
McCurtain County Schools	Idabel	Public
Broken Bow District No. 1-74	Broken Bow	Public
Smithville District No. 1-14	Smithville	Public
McIntosh County Schools	Eufaula	Public
Eufaula District No. 1-1	Eufaula	Public

OKLAHOMA (Continued)

School Districts and Schools	Location	Type
Okfuskee County Schools	Okemah	Public
Graham District No. 1-32	Weleetka	Public
Weleetka District No. 1-31	Weleetka	Public
Osage County Schools	Pawhuska	Public
Hominy District No. 1-38	Hominy	Public
Pawhuska District No. 1-2	Pawhuska	Public
Pawnee County Schools	Pawnee	Public
Pawnee District No. 1-1	Pawnee	Public
Pontotoc County Schools	Ada	Public
Byng District No. 1-16	Ada	Public
Seminole County Schools	Wewoka	Public
Bowlegs District No. 1-3	Bowlegs	Public
Wewoka District No. 1-2	Wewoka	Public
Sequoyah County Schools	Sallisaw	Public
Vian District No. 1-2	Vian	Public

OTHER STATES

KANSAS

School	Location	Type
Haskell Institute	Lawrence	Federal

SOUTHERN COLORADO

Schools	Location	Type
Ignacio High School	Ignacio	Public
Montezuma County Schools	Cortez	Public

OTHER STATES (Continued)

SOUTHERN UTAH

Schools	Location	Type
Intermountain School	Brigham City	Federal
San Juan County Schools	Monticello	Public
San Juan High School	Blanding	Public